



## Jerounds Journal

Dear Parents/Carers,

For this edition of *Jerounds Journal*, I wanted to share with our community, some wise words from the British sports writer and journalist, Anna Kessel, who writes for The Guardian, The Daily Telegraph and The Observer newspapers. She is also the co-founder and former chairperson of the UK football charity 'Women in Football', which lobbies against sexism in the game.

Whilst her article refers specifically to PE lessons in the secondary sector, I feel that increasingly the idea should now be routinely applied to the primary sector also. Whilst NET Academies Trust openly prohibits children being withdrawn from PE lessons to attend intervention classes - especially as physical development is one of our core values - this is sadly not the case across many other primary schools. Subsequently, in the light of recent research and the importance of PE, I feel that this is an issue that desperately needs addressing.

***Exercise is more precious than ever. So let's stop scaring kids off PE***

By Anna Kessel

Cutting PE lessons to boost exam results is madness – especially as we now know physical activity aids academic progress.

When I was growing up, I routinely bunked PE lessons. I saw PE as optional – it was on the timetable, but no one seemed to care if you didn't attend. PE was for sporty kids anyway, and I wasn't one of them.

Times have changed. We now know so much more about the value of physical activity – for physical and mental wellbeing, to promote positive body image in women and girls, to help people with depression, to engender a healthy lifestyle from an early age, to sharpen concentration and academic performance, and even to tackle the gender pay gap (research shows that women who play sport are more likely to enjoy high-flying careers).

So why is PE still treated as if it were optional? And that's not just by tearaway teens, but by schools themselves. New research from the Youth Sport Trust has revealed that 38% of teachers have seen a drop in secondary school PE over the last five years as a direct result of exam pressures on 14 to 16 year-olds.

The survey results didn't surprise me. While schools are advised to provide two hours of PE a week (which includes time for students to get to the class and get changed either side), nothing is enforced. In recent years I've been told many woeful stories about PE in state schools. In one London borough, primary schools reeling from the effects of savage cuts and under pressure to achieve exam results cut PE lessons for two whole terms so that pupils could focus on preparing for their SATs.

Predictably, this is a story of economics and privilege – those schools were primarily made up of pupils for whom English was a second language. Another teacher told me of their school "regularly pulling kids from PE to do further English lessons when PE was the only lesson they could really take a full part in with limited language skills". On a BBC 5Live, phone-in on this subject on Wednesday, a Head of PE from a school in the West Midlands said that underachieving year 11 students were being taken out of PE lessons for additional learning support ahead of their exams.

That's the maddening thing. The schools with kids facing the biggest academic hurdles are often those facing the biggest cuts to their PE programme. And those are often the kids for whom extracurricular sports clubs are not an option, so when it comes to physical education school is their lifeline. Little wonder, then, those privately educated athletes are overrepresented in the Team GB medal tally, with one-third of British medallists at Rio 2016 having attended fee-paying schools – five times the national average.

And yet the research tells us that cutting PE hinders academic and personal success. Lawrence Dallaglio's RugbyWorks programme uses rugby to engage young people in pupil referral units and get them back into education. Their 2017 Impact report found that 68% of the young people on their schemes were in employment, education or training a year after leaving, compared with the national average of 50% six months after leaving. Just through playing rugby.

The National Literacy Trust uses football to encourage reluctant readers, while Sport England's football community cohesion programme, Premier League Kicks, has seen local authorities reporting reductions of up to 50% in antisocial behaviour.

Even when children are getting access to PE, there are concerns about the quality of the lessons. Primary school teachers receive an average of just six hours' training in delivering PE lessons – and many report as feeling unassured and ill-prepared as a result, a situation exacerbated by the fact that many teachers themselves had negative experiences of PE at school.

Unlike with maths or English, where there is a requirement for all pupils to achieve a level of literacy and numeracy, in PE there is not enough emphasis on physical literacy (as distinct from sporting excellence). So marginalised young people – in bigger bodies, with disabilities or with body confidence issues – are further alienated from physical activity.

This category includes the likes of GB Goalball's Georgie Bullen, a visually impaired athlete who was told by her PE teachers that she was no good at sport, only to go on to represent her country at London 2012. Or the woman who tweeted me this week to say that as an asthmatic with endometriosis she was "shouted at and treated as a waste of time by my PE teachers", but has now found her sporting passion in roller derby.

If only PE was like other subjects: widely taught, requiring expertise to lead classes, catering for all, and using teaching methods to convey technical information. Not merely a roar of "Unlucky, mate!" or "RUN!". In what other subjects would that be acceptable? "DO THE MATHS!" seems an unlikely classroom instruction.

We are at risk of depriving a generation of young people of physical activity, at a time when so many other factors are combining to put their physical and mental wellbeing at risk. PE is the free-to-access physical activity that should never be cut. And yet here we are, 25 years on from when I left school, still making the same errors. We really should know better.

**(Anna Kessel is the author of Eat Sweat Play)**

Once again, I feel reassured and so immensely proud of the NET Academies Trust model; providing our children with high-quality PE lessons through specialist teachers. Likewise, our children's experiences are enriched with regular visits from Olympic athletes and both professional and local clubs. I just hope that the rest of the primary sector will now follow suit and recognise the importance of physical development in both children and adults!

So do please continue to support your child, by ensuring all PE kits (tracksuits, shorts, T-Shirts, trainers and white socks) are in school and ready, on your child's PE day. Exercise really is an important daily part of a healthy lifestyle.

Finally, I would like to remind parents that only healthy snacks - comprising of either fruit or vegetables - are permitted into school. Disappointingly, over the past few weeks, staff have become increasingly aware of unhealthy snacks, including crisps and chocolate, appearing in the playground during playtime. Please note that any child presenting crisps and chocolate at break time will have their snack confiscated by staff and returned back to parents at the end of the school day. Subsequently, we urge parents to help encourage their children to eat healthily at school by preparing either a fruit or vegetable daily snack.

With best wishes,

Mrs Laura Ciftci BA (Hons) MEd  
Head of School



# Dates for your Diary

28th November—Years 3 & 4 The Snow Queen Panto  
2nd December—Year 5 Victorian Day  
4th December—Years 5 & 6 Jack and the Beanstalk Panto  
4th December—EYFS & KS1 Cinderella Panto  
5th December—Christmas workshop  
9th December—KS1 Nativity Dress Rehearsal—pre-school children welcome—9.15am—10.30am  
10th December—EYFS & KS1 Nativity—Wagtails, Kingfishers & Wrens class—2.30pm—3.30pm  
11th December—EYFS & KS1 Nativity—Starlings, Sparrows & Robins class—2.30pm—3.30pm  
11th December—Open morning—9.30am to 12pm  
12th December—Polling Day  
13th December—Christmas Dinner  
13th December—Christmas Jumper Day  
16th December—KS2 Carol Concert—Eagles, Falcons, Owls & Puffins—9.15am—10.30am  
16th December—KS2 Carol Concert—Swans, Ravens, Nightingales & Merlins—2.15pm—3.30pm  
17th December—Christmas Bazaar day  
17th December—Non-uniform day  
17th December—EYFS, KS1, years 3 & 4 school disco—3.45pm—5.30pm  
17th December—Years 5 & 6 school disco—5.45pm—7.30pm  
18th December—Flu Immunisations  
18th December—Children break up from school—3.45pm  
7th January—Children return to school  
Please refer to the Jerounds website for future dates

## SEND News

Net Academy SEND Team are continuing to expand and develop to ensure we have the best, most effective provision for our children across our schools.

From September this year, as well as qualified SENCos, the SEND Team will include three Specialist Teachers; two for learning difficulties and disabilities and one for autism, a qualified Speech and Language Therapist and an Educational Psychologist.

While part of the Specialist Teachers' duties will be to carry out the tasks of a SENCo, a significant part of their roles will be to support staff across all the schools to adapt and adjust provision to support learning difficulties and disabilities such as dyslexia, dyspraxia, Down Syndrome, dyscalculia and Global Development Delay and to create inclusive environments and, where required, personalised curricula for children with autism.

# Books for Schools—We need your help!

At Jerounds we love reading, so when The Sun announced they were giving away £600 worth of books for FREE we could not wait to get involved. Every day in The Sun newspaper there will be 'Books for schools' tokens, including bonus tokens printed at random.

We need to collect as many of these tokens as possible in order to claim over 100 new books for our school.

Please put all tokens in the bucket at the school office.



Friday 15th November saw Jerounds children and staff arrive to school in their PJ's for Children in Need.

There was an huge array of colourful onesies, pj's, dressing gowns and even slippers!

The children and staff raised and fantastic £270. Thank you so much for your continued support.

The Friends of Jerounds organised another Bag 2 School collection on Thursday 21st November.

This was a huge success looking at all that bags kindly donated by parents, carers and staff.

Thank you again for supporting our school and we are currently waiting for confirmation of the amount that has been raised.



# Attendance

## Attendance challenge

Our whole school attendance challenge is set at

**97%** for the year.

Our current school attendance for the year so far is  
**97.2%**



## Weekly Class Attendance Heros

W/C 11th November 2019

1. **Eagles 98.9%**
2. **Starlings & Falcons 98.7%**
3. **Swans 98.6%**

**Whole school  
96.9%**

W/C 18th November 2019

1. **Merlins 99.3%**
2. **Eagles 98.9%**
3. **Falcons 98.7%**

**Whole school  
97.2%**

## Attendance Ladder

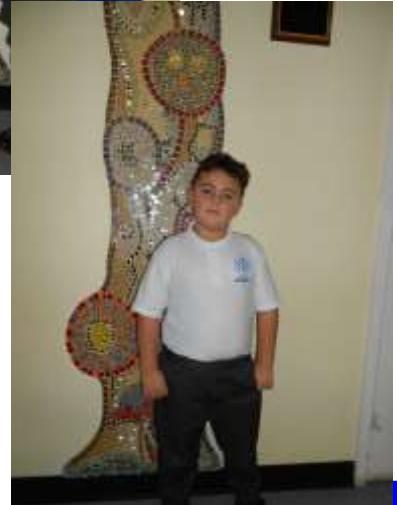
How close is your child to 100%

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very concerned

# Our Stars of the Week



Playleaders and Sports Champion of the week



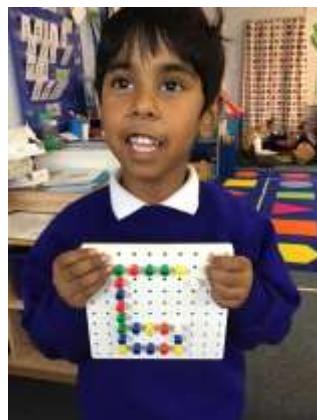
# EYFS News



We have had a busy week in Wrens and Robins, in English, the children have thoroughly enjoyed reading the book *The Enormous Turnip* and have used their sounds to label a picture from the book. Whilst in Topic we have been exploring where our fruit and vegetables are grown and finding these countries on a map. Next week we will be focusing on a balanced diet and why this is important.

During maths this week we looked at the number six and what this means. Can they show you what it means? For example, four fingers, four blocks? Next week, we will explore 7. Encourage your child to represent the 'number of the week' at home. For example, can they write the digit 7, draw seven people, find seven apples, clap or stomp seven times. Encourage your child to go on a number hunt - write numbers on bits of paper and hide them around your home. This week we have been exploring ordering objects by height, we have ordered different size turnips from the smallest to the 'enormous' turnip.

Please can you ensure that your child brings in either a Christmas jumper or a red/green top to wear in our Christmas production by Friday 29th November. This can stay in school on your child's peg.



# Year One News



In year 1 we have been very busy continuing our learning about the gunpowder plot in history. We used pictures to order the story and carefully stuck these in our topic books. We have also been busy learning about Africa and making comparisons to other continents. We enjoyed playing a quiz trading game to secure our newly learnt knowledge about the continents. We can all now tell you an interesting fact about Africa, please ask us to share a fact with you at home!

In English we are now writing all about Little Beauty by Anthony Browne. In Maths we are continuing to explore number bonds, counting on and are beginning to solve problems with missing numbers. Please continue to support your child's learning at home by reading daily, completing one piece of homework per week, alongside handwriting practice and using TT Rockstars or Numbots.



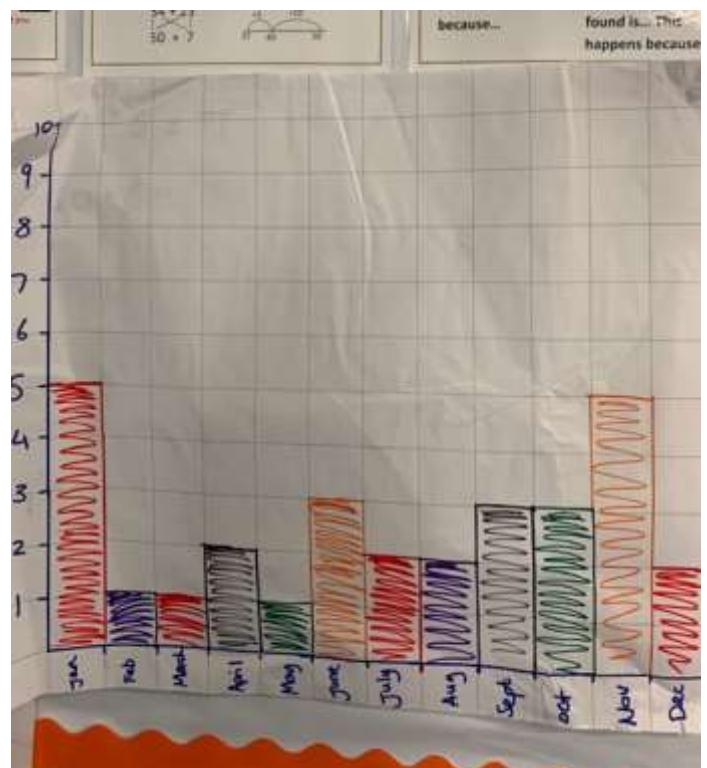
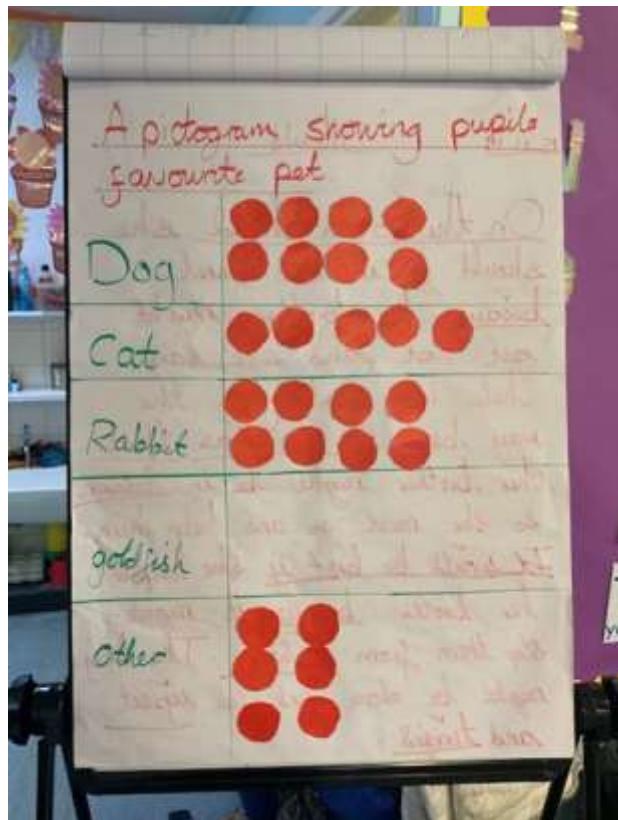
# Year Two News



What a busy week we have had in Year 2. Starlings and Wagtails have been showing us how much they know during Assessment Week and showing great perseverance.

In Maths we have been learning to interpret different types of graph, such as bar graphs and pictographs. We created our own class bar graph and Pictograph as well as using a tally chart to record data.

During English we have started to use prepositions and noun phrases to describe a setting.



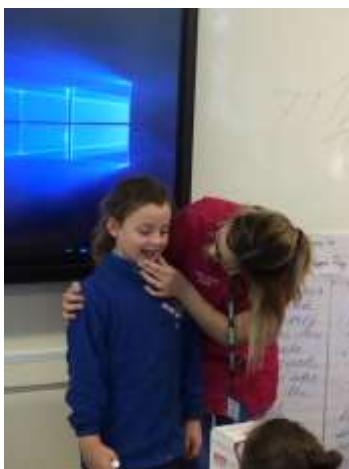
# Year Three News



Last week the Year 3 classes were lucky enough to start off their Science topic about teeth with a visit from two experts: Mrs Woollams and Miss Grieve. The children experienced a practical session which showed the impact of diet and poor oral hygiene on our teeth.

Engaging with the community is an essential part of children's education. Not only does it give them information to support their curriculum learning but it also allows them to see what career opportunities they may aspire to. I know many of them now have a keen interest in their teeth and, having seen two such inspiring people, I am sure that there are some future dental nurses and perhaps even dentists amongst us.

Please do get in touch if you think that you may be able to contribute to our curriculum by visiting to talk about your profession. We would love to involve many more of you in our children's learning.



# Year Four News



Year 4 have had another busy week. In English they have concentrated on writing a dilemma which is centered on our new text, *Ice Palace*. In maths, we have started working out perimeters of rectangles and shapes.

We had great fun on 'No pens Wednesday', acting out the digestive system! This way of learning really helped the children to have a deeper understanding of how our bodies work to break down food. We were also so lucky to have a dental workshop which was very enlightening and educational for all!



# Year Five News



We have had another busy few weeks in Year 5. In History we have continued to look at the impact of the Industrial Revolution, specifically the effect it had on the populations of cities in England. The children have worked on their graph skills, creating bar charts that show the change in population from the beginning to the end of the Victorian Era.

Falcons have been delving into the life of what life was like in a Victorian school: Whips, canes and dunce hats were a major feature until 1987!

In Art, both classes have created some beautiful pictures to commemorate Remembrance Day. They had a choice of media: paints, coloured pencils, wax crayons and pastels. The pictures were a lovely way to think about the soldiers that fought so bravely.

We celebrated No Pens Day with some fantastic oracy based activities in Whole Class Reading, English and PSHE. The children created and performed some role plays based on our class novel: *Street Child*.

In Science, the children have continued to learn about the role of the heart in the circulatory system: how it pumps blood around the body. In Ravens we created a body on the floor using red and blue hoops which each child had to travel around as blood, collecting oxygen and exchanging it for carbon dioxide correctly. The children were challenged to use the proper scientific terminology as they explained the process.

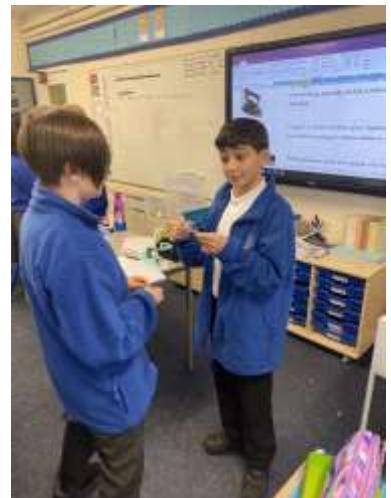


# Year Six News



Year 6 have been learning about the Victorian era in History. We have learned lots of facts about the Victorians. In order to remember and recall these facts, we played a memory game called "Quiz Quiz Trade", in which we quiz our friends on the facts we have learned so far. This really helped us to retain the knowledge. At the end, we created a mind map of as many facts as we could remember.

Some of the facts we learned were: The Victorian era was from 1837-1901, children did not have to go to school at the beginning of this era but by the end, a law had been passed that stated all children should go to school and education should be free for all, Queen Victoria reigned during this time and most people travelled on horseback, by steam train or on foot.





# Jerounds Primary Academy

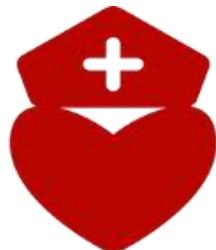
**Brunel— 337 points (3rd)**

**Pankhurst— 274 points (5th)**

**Nightingale— 380 points (2nd)**

**Darwin— 286 points (4th)**

**Shakespeare— 458 points (1st)**



## Twitter



Please follow us on Twitter...  
[@NET\\_Jerounds](https://twitter.com/NET_Jerounds)  
for latest news and information

## Important information regarding attendance

There is no entitlement to parents to take their child/children out of school during term time. All leave of absence must be applied for in writing to the Head of School for consideration.

If absence is not authorised and the holiday is taken, the case will be referred to the Education Welfare Service who may issue a Penalty Notice for £120 (£60 if paid within 21 days) to each parent for each child taken out of school.